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AUTHOR Johnson, Diane E.
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ABSTRACT

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with formatting business reports. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet consists of an introduction; a list of performance objectives; a list of materials; a student checklist; and sample letters, reports, abstracts, survey instruments, and tabulations of survey results. (MN)

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ED241683

OFFICE OCCUPATIONS

FORMATTING BUSINESS REPORTS

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

Prepared by Diane E. Johnson

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Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

(214) 886-5623

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FORMATTING BUSINESS REPORTS

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	v
ACKNOWLEDGMENTS	vii
INSTRUCTOR'S GUIDE	
General Instructions	
Equipment Needed	3
Preparations Before Class	3
Procedures for Group Setting	3
Procedures for Individual Setting	3
Instructions for Using Slides and Cassette Tapes	4
Student Checksheets	4
Resource Sheets	4
Activity Sheets	4
Specific Instructions	
Introduction	5
Performance Objectives	5
Special Notes to the Instructor	5
Time and Facilities	7
Suggestions for Discussion	7
Optional Student Activities	7
Suggested Evaluation Criteria	9
Keys to Activities	
Activity 1	13
Activity 2	13
Activity 3	14
Activity 4	14
Narrative for Slide/Tape Presentation	19
Resources and References	27
STUDENT ACTIVITY PACKET	
Introduction	31
Performance Objectives	31
Materials	31
Directions	32
Student Checksheet	33
Sample Pages	
Sample 1, Memorandum	37
Sample 2, Minutes of a Meeting	38
Sample 3, Formal Business Report	39
Sample 4, Bibliography	40
Sample 5, Title Page	41
Sample 6, Table of Contents	42
Sample 7, Abstract	43
Resource Sheet, Activities 1-4	45
Activity Sheets	69

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Sharon Burton, Brookhaven College
Dr. Jack E. Johnson, East Texas State University

Teacher Advisory Committee

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Jane Johnson, Kilgore College
Virginia L. McKenzie, Tarrant County Junior College, South Campus
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In addition to these specific individuals, selected students at East Texas State University, Kilgore College, and South Plains College have tested these materials in their draft form and have provided valuable input for assuring that the final product meet the needs of the students for whose use this instructional package is intended.

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East Texas State University, Occupational Curriculum Laboratory

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 14.6 as calculated according to the FOG Index. Overall reading level of the script is 12.8. In general, these reading level scores are consistent with those which can be expected of postsecondary students. The added audio and visual stimuli help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

INSTRUCTOR'S GUIDE

FORMATTING BUSINESS REPORTS

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape into the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

FORMATTING BUSINESS REPORTS

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction

Formatting Business Reports is an audiovisual aid developed to help students become acquainted with and proficient in formatting three common types of business reports.

This slide/tape package consists of 80 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary tools in a variety of courses, including business communications, typewriting, office procedures, and word processing. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of the materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to identify the components of a memorandum report.
2. The student will be able to identify the components of the sections of the minutes of a meeting.
3. The student will be able to identify, in order, each section and its components of a formal business report.
4. The student will be able to differentiate between an educational report and a formal business report.
5. The student will be able to state the purpose of each section of a formal business report.
6. The student will be able to format, neatly and accurately, a memorandum report.
7. The student will be able to format, neatly and accurately, the minutes of a meeting.
8. The student will be able to format, neatly and accurately, a formal business report.

Special Notes to the Instructor

This instructional instructional package may be used in its entirety in a group setting or as a component of an individualized instruction

curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful.

1. The activities in this packet follow a sequence that takes the student through a logical time progression. Therefore, the activities should be completed in the order in which they are presented.
2. The sample report sections provided have been prepared in ten-pitch (pica) type for ease of reading only. Students should be reminded that business reports are usually prepared in twelve-pitch (elite).
3. If any of the provided activities cannot be used in your setting or if students require additional activities to achieve the performance objectives, refer to the section entitled Optional Student Activities. Neither resource sheets nor activity sheets are provided for these activities.
4. The instructor who wishes to present this unit in smaller segments will find logical stopping points immediately following each of these slides: 19 (memorandum reports); 32 (minutes of a meeting); 80 (formal business reports).
5. The slide/tape presentation section on formal business reports (frames 33-79) can be further broken down as follows: frames 33-43 (general information); frames 44-56 (introductory pages of a report); frames 57-72 (support data for a report); frames 73-80 (supplementary pages of a report).
6. The formats presented in the slide/tape are those that are most frequently used by business. The instructor may wish to present other formats for each type of report.
7. No forms containing printed guide words are provided for formatting the memorandums. The instructor may wish to develop and provide such forms for student use in completing activities 1 and 3 in the activity packet.
8. Testing instruments are not included in this package. The following are provided as possible means of testing mastery of the competencies addressed.
 - a. Purchase commercially prepared books which contain problems that could be used to test mastery of the competencies.
 - b. Use teacher-made tests specifically designed to test the competencies.
 - c. Use items generated through various offices or departments of the school to test mastery.
 - d. Have students re-format memorandums received in the department, minutes of meetings attended by the instructor, and reports (non-confidential) provided by various organizations and departments.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for introduction and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. In addition, students should be able to complete the four activities in two to four hours. These time estimates are provided as guidelines only. The actual time spent in completing this package will vary with the amount and types of discussion activities that take place and with the skills of the students. The estimated time needed to complete the provided activities is based on field test results of postsecondary students.

Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met.
2. Either before or after the slide/tape is presented, detail with the students the differences between an educational report and a business report. Discuss at least the following:
 - a. Content of each
 - b. Sequencing of items
 - c. Placement of page numbers
 - d. Spacing within sections
 - e. Type pitch used
3. Obtain samples of business reports from advisory committee members and/or from local businesses. Show the students how these reports are formatted and discuss the similarities and differences among them.
4. Discuss and give examples of the proper sequencing of the information contained in footnotes and bibliography entries.

Optional Student Activities

Four activities, one of which requires students to compile a formal business report with all of its components, are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to give students an opportunity to perfect their formatting of three types of business reports.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies or in courses where the provided activities are inappropriate. In every instance where these or other, teacher-made activities are used, the proper formatting for business reports should be required.

1. Have a student or a group of students develop a procedures manual for preparing business reports for the class. Require the student(s) to include the following:
 - a. Title page
 - b. Table of contents
 - c. List of illustrations (to identify samples or illustrations that are placed within the text)
 - d. Abstract
 - e. Summary
 - f. Support data (encourage use of outside resources and inclusion of endnotes)
 - g. Appendixes (at least one showing samples of formats to be used on all reports)
 - h. Bibliography (if endnotes have been used)
2. Ask members of your advisory committee to provide you with rough draft (or any form of original documents) copies of business reports that have been compiled and prepared in their firms. Assign these to students for formatting.
3. Obtain permission for one or two students (use different students for different meetings) to attend faculty and/or committee meetings on campus. Volunteer these students to take, duplicate, and distribute the minutes of the meetings.
4. Edit and revise memorandums you have received and have student(s) reformat them.
5. Assign small groups of students to conduct a survey on a specific topic and to present their findings in the form of a formal business report. Require the group(s) to:
 - a. Keep the rest of the students informed, through at least three memorandum reports, of the progress of their research.
 - b. Hold at least two small group meetings during which minutes are taken. After each meeting have one member of each group prepare and distribute minutes to all other students.
 - c. Prepare the final report in the approved business report format. (One appendix should be included for copies of the memorandum reports and one for copies of the minutes of the meetings.)
6. Assign students to read and summarize two articles in current business periodicals. Specify that the articles must pertain to the content or format of business reports.
7. Ask students who are employed to bring to class samples of report formats used in their jobs. Use these formats as alternate styles for preparing the activities provided in the Student Activity Packet.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

1. Activity 1

- a. The memorandum was prepared on letterhead stationery. _____
- b. The heading lines of the memorandum contained the current date. _____
- c. The memorandum was addressed to All Members of the Schedule Committee. _____
- d. The memorandum was from Dr. Anne Markum, Chairperson. _____
- e. The memorandum was formatted correctly. _____
- f. The correct date was inserted into the first paragraph of the memorandum. _____
- g. Notations at the bottom of the memorandum included the following, listed in order:
 - (1) reference initials _____
 - (2) cc (or "xc" or "c"): Dr. L. A. Thomas
Director of Student Services _____
 - (3) attachment _____
- h. The memorandum was prepared neatly and accurately. _____

2. Activity 2

- a. The minutes of the meeting were prepared on plain bond paper. _____
- b. The correct date appeared in the heading lines and in the attendance section of the minutes. _____
- c. The minutes of the meeting were formatted correctly. _____
- d. Side headings were used to set off various sections of the minutes. _____
- e. The student's name was signed as recorder of the minutes. _____
- f. The current date was inserted neatly and attractively at the bottom of the minutes. _____
- g. The minutes were prepared neatly and accurately. _____

3. Activity 3

- a. The memorandum was prepared on letterhead stationery. _____
- b. The heading lines of the memorandum contained the current date. _____

- c. The memorandum was addressed to All Administrators, Faculty, and Staff. _____
- d. The memorandum was from Dr. Anne Markum, Chairperson, Schedule Committee _____
- e. The subject line (i.e., Proposal for a Four-Day Class Week) was inserted correctly into the heading lines. _____
- f. The memorandum was formatted correctly. _____
- g. The correct date was inserted into the first paragraph. _____
- h. The list of all committee members, their positions, and their departments was inserted attractively after the final paragraph of the memorandum. _____
- i. Notations at the bottom of the memorandum included the following, listed in order: _____
 - (1) reference initials _____
 - (2) attachment _____

4. Activity 4

- a. The report was prepared on plain bond paper. _____
- b. The sections of the report were included in the order listed. _____
 - (1) title page _____
 - (a) centered attractively _____
 - (b) formatted correctly _____
 - (c) typed neatly and accurately _____
 - (d) included all necessary information _____
 - (2) table of contents _____
 - (a) entitled "Table of Contents" _____
 - (b) all major sections listed _____
 - (c) page numbers assigned correctly _____
 - (d) leaders aligned vertically _____
 - (e) formatted correctly _____
 - (f) typed neatly and accurately _____
 - (g) page numbered correctly _____
 - (3) list of illustrations (or tables) _____
 - (a) entitled "List of Illustrations (or Tables)" _____
 - (b) both tables listed by number and title _____
 - (c) page numbers indicated correctly _____
 - (d) leaders aligned vertically _____

- (e) formatted correctly _____
- (f) typed neatly and accurately _____
- (g) page numbered correctly _____
- (4) abstract _____
 - (a) entitled "Abstract" _____
 - (b) formatted correctly _____
 - (c) years inserted correctly into the second paragraph _____
 - (d) correctly spaced before and after side headings _____
 - (e) typed neatly and accurately _____
 - (f) page(s) numbered correctly _____
- (5) summary _____
 - (a) entitled "Summary" _____
 - (b) formatted correctly _____
 - (c) all indicated modifications made _____
 - (d) typed neatly and accurately _____
 - (e) page numbered correctly _____
- (6) conclusions and recommendations _____
 - (a) entitled "Conclusions and Recommendations" _____
 - (b) formatted correctly _____
 - (c) correctly spaced before and after side headings _____
 - (d) all indicated modifications made _____
 - (e) typed neatly and accurately _____
 - (f) page(s) numbered correctly _____
- (7) supporting data _____
 - (a) entitled with the title of the report _____
 - (b) formatted correctly _____
 - (c) correctly spaced before and after side headings _____
 - (d) all indicated modifications made _____
 - (e) correct date inserted into second paragraph _____
 - (f) correct page number inserted for Appendix I (in second paragraph) _____
 - (g) numbered items in second paragraph listed _____
 - (h) correct page number inserted for Table 1 (in first paragraph of Findings) _____
 - (i) correct page number inserted for Table 2 (in second paragraph of Findings) _____

- (j) correct page number inserted for Appendix II
(in sixth paragraph of Findings) _____
- (k) tables inserted into Findings in appropriate
places _____
- (l) typed neatly and accurately _____
- (m) pages numbered correctly _____
- (8) appendix I _____
 - (a) preceded by a cover page _____
 - (b) inserted immediately after Findings _____
 - (c) correct material included _____
 - (d) pages numbered correctly _____
- (9) appendix II _____
 - (a) preceded by a cover page _____
 - (b) inserted immediately after Appendix I _____
 - (c) correct material included _____
 - (d) pages numbered correctly _____
- (10) appendix III _____
 - (a) preceded by a cover page _____
 - (b) inserted immediately after Appendix II _____
 - (c) appropriate heading supplied for the table _____
 - (d) name, title, and department of each committee
member included _____
 - (e) typed neatly and accurately _____
 - (f) placed attractively on the page _____
 - (g) pages numbered correctly _____

5. Completion time for activities

- a. Completion time less than suggested time limits. _____
- b. Completion time within suggested time limits. _____
- c. Completion time exceeded suggested time limits. _____

KEYS TO ACTIVITIES

Activity 1 (Memorandum)**EASTERN STATE UNIVERSITY**UNIVERSITY RELATIONS DIVISION
103 Administration Building
Sterling, CO 80751

MEMORANDUM

To: All Members of the Schedule Committee
 From: Dr. Anne Markus, Chairperson
 Date: Current Date
 Subject: Schedule Committee Meeting

The Schedule Committee will meet on Tuesday, (correct date), in the conference room on the third floor of the administration building to discuss the preliminary survey instrument, the sample population to be surveyed, and the method by which the survey will be conducted.

The following subcommittee reports will be presented:

1. Survey Instrument Construction, Dr. Jerome Rozal (preliminary copy attached)
2. Sample Population, Dr. Jane Huttner

This meeting will last for approximately one hour during which time the various segments of the project will be discussed and preliminary target dates identified. To aid in these activities, please bring with you a planning calendar (these may be requisitioned from central supply) and any ideas offered by other members of your department.

ref

Attachment

cc: Dr. L. A. Thomas
 Director of Student Services

Activity 2 (Minutes of the Meeting)

SCHEDULE COMMITTEE

Minutes of the Meeting, (Correct Date)

ATTENDANCE

The meeting of the Schedule Committee was called to order at 3:30 p.m. on Tuesday, (correct date), in the conference room of the administration building by Dr. Anne Markus, Chairperson. Members present: D. Cousins, S. Garcia, S. Hottel, J. Huttner, S. Kados, J. Kozal, L. Wittendorf, S. Gutschmann, F. Slezak. Members absent: A. Black.

SUBCOMMITTEE REPORTS

Survey instrument construction. Dr. Rozal presented and led the discussion on the preliminary design for the survey instrument. The survey instrument is designed, in its draft form, to make it easy for the respondent to fill out. The first six items on the survey form are designed to collect demographic data; the final nine items survey the respondent's attitudes toward the four-day class schedule. These fifteen items plus a space for general comments comprise the survey instrument. After a brief discussion during which no changes were suggested, S. Garcia moved, seconded by L. Wittendorf, that the survey instrument be accepted as presented. The motion passed unanimously.

Sample population. Dr. Huttner outlined three plans for selection of a sample population to be surveyed. Discussion followed the presentation of the three plans. In order to simplify the data collection, F. Slezak moved, seconded by D. Cousins, that all classes meeting from 8 a.m. to 9 a.m. be surveyed on the same day. This method of surveying would provide a large, varied sample and insure that no student responded more than once. The motion passed on a vote of 8 for, 1 against.

NEW BUSINESS

Target dates for the activities to take place were discussed and tentatively set:

June 15--Meeting of all faculty
 June 20--Survey instrument typeset
 June 22--Survey instrument printed
 June 25--Survey conducted in all classes meeting from 8 a.m. until 9 a.m.
 July 10--Schedule Committee meeting, 10 a.m. - 2 p.m.
 July 20--Report finalized
 July 25--Report printed
 July 30--Presentation to Board of Regents

Schedule Committee
 Minutes of the Meeting, (Correct Date)
 Page 2

ADJOURNMENT On a motion made and seconded, the meeting was adjourned at 4:40 p.m.

Current Date

Student's Name, Recorder

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Activity 3 (Memorandum)

EASTERN STATE UNIVERSITY
UNIVERSITY RELATIONS DIVISION
 103 Administration Building
 Sterling, CO 80751

MEMORANDUM

To: All Administrators, Faculty, Staff
 From: Dr. Anne Markus, Chairperson
 Schedule Committee
 Date: Current Date
 Subject: Proposal for a Four-Day Class Week

As requested by the Faculty Senate, the Schedule Committee met on Tuesday, (correct date), to initiate a study to determine student opinions about whether or not the four-day class week being tested this summer session should be continued during the regular fall and spring semesters.

During this meeting the committee approved the survey instrument to be used (copy attached) and decided that the sample population would consist of all students enrolled in on-campus courses that meet from 8 a.m. until 9 a.m.

Please mark the following dates on your calendar:

June 15--Meeting of all faculty to explain and answer questions about the project.

June 25--Survey conducted in all classes meeting from 8 a.m. until 9 a.m.

On June 25, each involved faculty member will be assigned the task of distributing and collecting the survey instrument. Since the entire instrument consists of only fifteen items, this activity should take no more than ten minutes of class time.

If you have any questions, concerns, or suggestions regarding this project, please contact me or any one of the Schedule Committee members.

Dr. Kevin Black, Professor and Head, Higher Education Department
 Ms. Deborah Cousins, Instructor, Physical Education Department
 Dr. Santos Garcia, Associate Professor, Literature and Language Department
 Dr. Susan Gollrad, Assistant Professor, Industry and Technology Department
 Dr. Jane Huttner, Director, University Laboratory School

Dr. Steven Kokos, Dean, College of Business
 Dr. Jerome Kozel, Vice-president for Academic Affairs
 Ms. Lucy Rittendorf, Assistant Director, Alumni Office
 Dr. Sara Qiltmann, Associate Professor, Home Economics Department
 Dr. Fred Slezak, Professor, Mathematics Department

re:

Attachment

Activity 4 (Title Page)

A STUDY TO DETERMINE IF THE FOUR-DAY/WEK CLASS SCHEDULE
 SHOULD BE EXTENDED TO THE FALL AND SPRING SEMESTERS AT
 EASTERN STATE UNIVERSITY

Author: Eastern State University Schedule Committee
 Dr. Anne Markus, Chairperson

Distributed to: Faculty, Administration, Board of Regents

Distribution Date: July 30, 1988

Activity 4 (Table of Contents)

TABLE OF CONTENTS

List of Tables	iii
Abstract	iv
Summary	1
Conclusions and Recommendations	2
Supporting Data	3
Appendix I	7
Appendix II	10
Appendix III	13

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Activity 4 (List of Tables)

LIST OF TABLES

Table 1, Participants' Opinions of Four-Day Class Week	4
Table 2, Opinions According to Residence of Students	5

Activity 4 (Abstract)

ABSTRACT

Should the four-day class week be extended to the fall and spring semesters at Eastern State University? This is a question that the faculty, administrators, and Board of Regents are asking themselves as September quickly approaches and a new school year begins.

For the past two years, 19-- and 19--, the four-day class schedule has been in effect only during the two summer terms. But, this new schedule has met with mixed emotions among the students. Now, in view of the energy crisis in America and sharply rising inflation, administrators are considering extending the reduced-class-day schedule into the longer semesters. This study was conducted to determine how students feel about that proposed change.

The Problem

Because it is the majority of students that the administration seeks to accommodate, this study was conducted to find how that majority feels about the change in schedule. The researchers' intention was to use this study as the basis for implementing or eliminating from consideration the four-day class schedule.

The Purpose

This project was undertaken to conduct an unbiased survey of students at Eastern State University in order to determine: (1) how the majority of students feel about the proposed change from a five-day class schedule to a four-day class schedule; (2) any trends which emerge from the findings; and (3) what factors influence the students' opinions. Recommendations would be made, based on the findings.

The Procedures

The study was undertaken with all students enrolled in an on-campus course that met from 8 a.m. until 9 a.m. Each of these identified students was asked to complete a questionnaire designed to elicit demographic data as well as opinions on the proposed changes. After the data was collected, the responses were analyzed in terms of what the simple majority felt was most appropriate and the quality of the responses that required opinionated data.

The Findings

The results of the survey conducted indicate that at this time no changes in the established scheduling of fall and spring classes should be undertaken.

Activity 4 (Summary)

SUMMARY

The purpose of this study was to determine if the four-day class week instituted during the summer could feasibly be extended into the fall and spring semesters. To accommodate the study a questionnaire was developed and distributed to all students enrolled in an on-campus class that meets from 8 a.m. until 9 a.m.

A tally was made of the findings. In an effort to closely analyze the results, the researchers separated the responses into three categories: on-campus, off-campus, and commuter. Each of these groups were generally split in their opinions of the schedule change.

Clear "majorities" did not surface. The number of on-campus students (primarily female) against the schedule change was only slightly higher than the number in favor of the shortened class week. Off-campus students exhibited the same type of split vote, with those in favor of the four-day class week having a slight majority. The commuter voters were too evenly distributed to consider comparisons.

Activity 4 (Conclu. & Recommen.)

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Logical thinking tells us that students who commute to and from Eastern State University would probably benefit most from a change in the number of days they are required to drive. This should result in money savings to them since they will be driving fewer miles. However, this group apparently valued the time in class with instructors, more study time, and a greater number of opportunities to work with the instructors.

Single Caucasian females were generally in favor of the proposed change, citing furthering their social lives over the three-day weekend as the primary reason. However, other single Caucasian females in the off-campus group appeared to rank their study time and their time in class above their social standings. Single Black males figured predominantly in all categories and were equally divided in their opinions of the proposed four-day class week.

Work, class schedules, and other factors identified as potential problem areas do not seem to bother a majority of those polled. Most thought they would not save money, and more than half of the survey participants felt they could adjust to the new schedule and maintain their grades.

Recommendations

The following recommendations are submitted to the faculty, administration, and Board of Regents to aid them in making a knowledgeable and equitable decision:

1. Since most of the students surveyed live either on campus or in Sterling, a four-day class week would not be a substantial money-saving factor for them; therefore, a schedule change is not recommended merely to save gasoline.
2. More than half of those opposed to the change were giving consideration to their study time, their class time, and their grade-point average. A four-day class week is not recommended unless the affected class periods are extended.
3. Even though the findings of this study do not indicate a desire or need for a schedule change, additional surveys should be conducted at two-year intervals. In view of the rising gasoline prices and cost of tuition, future students may feel that cost savings would be substantial enough to warrant the change.
4. Perhaps a plan of alternative scheduling might be beneficial to those students who commute. This should be established through shortened week schedules for those students who feel a cost saving could be realized.

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Activity 4 (Report)

A STUDY TO DETERMINE IF THE FOUR-DAY/ WEEK CLASS SCHEDULE SHOULD BE EXTENDED TO THE FALL AND SPRING SEMESTERS AT EASTERN STATE UNIVERSITY

This study was conducted by the Schedule Committee at Eastern State University to determine whether or not the four-day/week class schedule presently being followed during the summer terms could feasibly be extended into the fall and spring semesters.

The committee determined that a survey would be the most unbiased and equitable way to find out how the students attending Eastern State University in the fall and spring semesters would feel toward a change in scheduling. On (correct date), in a full committee meeting, the questionnaire was accepted as designed by a subcommittee (see Appendix I, page 1). Questions were formulated, 15 in all, and ranged from questions requesting demographic data such as age and race to opinion questions requiring value judgments by the students surveyed. By structuring the questionnaire in this manner, the following questions could be answered:

1. Is such a change practical?
2. Who would benefit most from the proposed four-day class schedule? Who would benefit least?
3. Would the advantages of a four-day class schedule outweigh the disadvantages?
4. What problem would students face as the result of the proposed change?

Selection of Participants

Participants were assigned rather than selected, with all students enrolled in on-campus classes that met from 8 a.m. until 9 a.m. being asked to complete the questionnaire. In all, 100 questionnaires were distributed and returned. In tallying the answers, researchers looked for trends to emerge. A tally sheet which reflected totals in each of the categories requiring responses was prepared. By preparing a tally sheet, it was possible to search for comparisons, determine percentages, and identify trends. With this information at hand, the research group could make meaningful recommendations to the administration and the Board of Regents at Eastern State University.

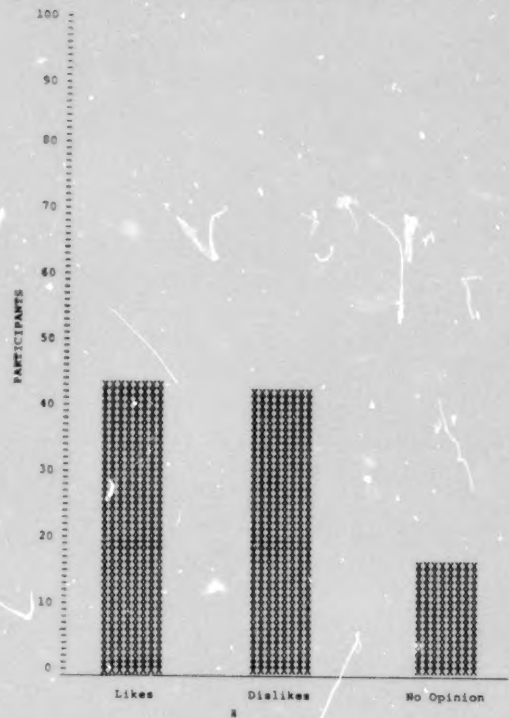
Findings

The results of the survey did not reflect any strong sentiments either in favor of or against the schedule change. Of the 100 students surveyed, 43, or 43 percent, were in favor of the change. Forty-two, or 42 percent, were opposed to the change. This reflects an almost equal number of students for and against the change. Table 1 on page 4 shows the manner in which the students responded.

To gain a more in-depth understanding of the tally, the questionnaires were divided into three categories according to the residence of the students--on campus, off campus, and commuters. (Table 2, page 5, indicates the breakdown of responses.)

3

Activity 4 (Table 1)

Table 1
PARTICIPANTS' OPINIONS OF FOUR-DAY CLASS WEEK

Activity 4 (Table 2)

Table 2
OPINIONS ACCORDING TO RESIDENCE OF STUDENTS

ON CAMPUS			OFF CAMPUS			COMMUTE		
In Favor of Change			In Favor of Change			In Favor of Change		
Single, Caucasian, Female	6		Single, Black, Female	4		Married, Caucasian, Female	4	
Single, Black, Female	4		Single, Black, Female	4		Married, Caucasian, Male	4	
Single, Black, Male	4		Single, Caucasian, Male	4		Single, Caucasian, Male	2	
Other	4		Other	2		Married, Black, Female	2	
Single, Caucasian, Male	2							
TOTAL	21		TOTAL	15		TOTAL	15	
Opposed to Change			Opposed to Change			Opposed to Change		
Single, Black, Female	11		Single, Caucasian, Female	4		Single, Caucasian, Female	4	
Single, Black, Male	4		Single, Black, Female	4		Married, Mexican-American, Male	2	
Single, Caucasian, Female	3		Single, Caucasian, Male	2		Other	2	
Single, Caucasian, Male	2		Married, Black, Female	2				
Married, Black, Female	2		Other	2				
Married, Caucasian, Female	2							
Married, Caucasian, Male	2		TOTAL	14		TOTAL	14	
TOTAL	27		TOTAL	14		TOTAL	14	
No Opinion			No Opinion			No Opinion		
	8			8			8	
TOTAL	8		TOTAL	8		TOTAL	8	
TOTAL ON-CAMPUS RESIDENTS:	52		TOTAL OFF-CAMPUS RESIDENTS:	37		TOTAL COMMUTE RESIDENTS:	11	

Activity 4 (Report, Cont.)

Of the students living on campus, 27 of 52 disliked the change while 21 were in favor of it. Four had no opinion. From the on-campus group that opposed the change, 13, or 48 percent, were single Black females. The remaining 52 percent opposed to the idea did not represent a significant number of any one group of students by sex or race. Of the on-campus dwellers who liked the proposed change, no single category of student represented a major concentration. Among the reasons given for disliking the proposed change were "classes too long" and "attention span broken." A reason especially popular among the single females living on campus who liked the proposed change was that they strongly favor a three-day weekend.

Off-campus dwellers accounted for 37 percent of the total surveyed. Of these, 15 liked the shortened schedule, and 14 disliked it. Eight had no opinion. The primary reasons for opposing the issue were "classes too long" and "not enough time to do the work."

Students who commute accounted for only 11 percent of the total surveyed. Of the commuters, 7 were in favor of the change, 3 were opposed. The commuters, like the other students surveyed, were in favor of the shortened schedule because it would mean an extra day off. Those opposed felt that classes were too long, that they had no time to study, and that too much material was covered over too short a period of time.

Among the problems students expected to result from an abbreviated week were: (1) Transportation--1 percent; (2) Babysitter--5 percent; (3) Schedule conflicts--35 percent; (4) Other--15 percent. Forty-five percent anticipated that no conflicts would result from the change. (See Appendix II, page 10)

Overall, 52 percent of the participants surveyed were employed. Sixty-nine percent of those employed did not feel there would be a conflict with work, and only 30 percent felt that money could be saved. A large portion of the participants felt they could adjust easily to the four-day class schedule. Finally, 65 percent believed that a shortened class week would not lower their grades. (See Appendix II for a breakdown of responses by question.)

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Activity 4 (Appendix I)

APPENDIX I

Activity 4 (Appendix I, cont.)

A SURVEY TO DETERMINE WHETHER THE FOUR-DAY CLASS WEEK
SHOULD BE EXTENDED TO THE FALL AND SPRING SEMESTERS

1. Classification
 - ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
 - ☐ Graduate
 2. Age
 - ☐ _____
 3. Sex
 - ☐ Female
 - ☐ Male
 4. Marital Status
 - ☐ Married
 - ☐ Single
 5. Residence
 - ☐ Commute
 - ☐ Off campus
 - ☐ On campus
 6. Race
 - ☐ Black
 - ☐ Caucasian
 - ☐ Mexican-American
 - ☐ Other (specify) _____
 7. Do you plan to attend Eastern State University in the fall and spring semesters?
 - ☐ Yes
 - ☐ No
 8. If so, how many days per week do you plan to attend during the fall and spring semesters?
 - ☐ Days per week _____
 9. Would you like or dislike a four-day week carried through the fall and spring semesters? Why?
 - ☐ Like _____
 - ☐ Dislike _____
 - ☐ No opinion _____
 10. Are you employed? If so, how many hours a week do you work?
 - ☐ Employed _____ Hours of work per week
 - ☐ Not employed
 11. Would a four-day class week conflict with your working schedule?
 - ☐ Yes
 - ☐ No
- If yes, explain: _____

8

Activity 4 (Appendix I, cont.)

12. What other problems would you encounter with a four-day class week?
 - ☐ Babysitter
 - ☐ Schedule conflict
 - ☐ Transportation
 - ☐ Other (specify) _____
13. Would the four-day class week save you money? How?
 - ☐ Yes _____
 - ☐ No _____
14. A four-day class week in the fall and spring semesters would mean that classes would be longer every day. Could you adjust to that? If no, explain.
 - ☐ Yes _____
 - ☐ No _____
15. Do you think a four-day class week would lower your grades in any way? If yes, explain.
 - ☐ Yes _____
 - ☐ No _____

Comments

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Activity 4 (Appendix II)

APPENDIX II

10

Activity 4 (Appendix II, cont.)

RESULTS OF THE STUDY
BY QUESTION

A close examination of the responses reveals the following figures based on 100 participants.

1. Classification

Freshman	13
Sophomore	30
Junior	28
Senior	29
Graduate	0

2. Age

Paired from 18 to 31 years age.

3. Sex

Female	60
Male	40

4. Marital Status

Married	20
Single	79
Not Available	1

5. Residence

Commute	11
Off Campus	37
On Campus	52

6. Race

Black	48
Caucasian	40
Mexican-American	6
Other	6

7. Attend Fall/Spring Semesters

Yes	85
No	15

8. Days Per Week in Attendance--
Fall and Spring

5	78
4	4
3	4
2	1
1	0
0	13

9. Like/Dislike Four-Day Schedule

Like	43
Dislike	42
No Opinion	15

10. Employed

Yes	48
No	52

11

Activity 4 (Appendix II, cont.)

11. Work Conflict

Yes	18
No	69
Not Available	11

12. Other Problems

Babysitter	9
Schedule Conflicts	34
Transportation	1
Other	15
No Problems	45

13. Four-Day Week Will Save Money

Yes	50
No	48
Not Available	2

14. Will Adjust to Schedule

Yes	60
No	40

15. Lower Grades Expected

Yes	35
No	65

12

Activity 4 (Appendix III)

APPENDIX III

13

Activity 4 (Appendix III, cont.)

SCHEDULE COMMITTEE MEMBERSHIP

- *Dr. Anne Markum, Director, University Relations Office
 Dr. Kevin Black, Professor and Head, Higher Education Department
 Ms. Deborah Coustics, Instructor, Physical Education Department
 Dr. Santos Garcia, Associate Professor, Literature and Language Department
 Dr. Susan Gollard, Assistant Professor, Industry and Technology Department
 Dr. Jane Huttner, Director, University Laboratory School
 Dr. Steven Kokos, Dean, College of Business
 Dr. Jerome Kozal, Vice-president for Academic Affairs
 Ms. Lucy Mittendorf, Assistant Director, Alumni Office
 Dr. Sara Quitmann, Associate Professor, Home Economics Department
 Dr. Fred Slezak, Professor, Mathematics

*Committee Chair

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23

14

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	
2	Title Slide	Formatting Business Reports
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape package.
4	collage of various types of reports	Business relies on up-to-date, useful information provided in a form that is easily understood by the reader or receiver. This can be achieved by using any one of three types of communication media commonly referred to as business reports.
5	memorandum report, minutes of a meeting, formal business report (headliner)	This slide/tape presentation will discuss the formatting and preparation of the three types of reports, including memorandum reports, minutes of meetings, and formal business reports.
6	MEMORANDUM composited over several memos	A memorandum, which is often referred to as a "memo," is a common type of business report prepared in an office. The memo traditionally has been used to convey information within a company; however, because of its concise format and style, many businesses now use the memo to send information outside the firm.
7	letterhead stationery	Like a letter, a memorandum that is sent outside the company is usually placed on letterhead paper.
8	letter on letterhead/opening and closing lines X'd out	Unlike a letter, the memo does not contain a formal inside address, salutation, or complimentary close.
9	same letterhead with guide words highlighted	Instead, the memo relies on the guide words "to," "from," "date," and "subject" to identify the receiver, the sender, the current date, and the subject of the correspondence. The office employee just inserts the correct information after each of these guide words.
10	memo form in typewriter	Memos can be prepared either on preprinted forms or on plain bond paper. If a company uses the preprinted forms, the placement of the guide words automatically dictates the placement of the responses. The typist inserts the form into the typewriter,

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE	20
11	typist setting margins	sets the left margin even with the left side of the guide words and the right margin approximately equal to the left,	
12	typist aligning guide words	aligns the first guide word to the line on which the response will be inserted,	
13	correct responses typed on memo	and types the correct responses. Each response is typed beginning at the same point, two spaces beyond the point at which the longest guide word ends.	
14	typist typing first guide word	If a company does not use preprinted forms, the typist is expected to set up or format an appropriate form on which to type a memorandum. The form is developed by setting side margins of one and one-half inches and by typing the guide words beginning two inches from the top of the paper or one inch below the last line of the letterhead.	
15	typist typing second guide word	The guide words are usually typed in all capital letters at the left margin, with at least two vertical line spaces between them.	
16	typist typing body	The body of the memo is begun a triple space below the heading lines and is single spaced with double spacing between paragraphs.	
17	bottom of a memo	Although there are no formal closing lines on a memo, reference initials, attachment or enclosure notations, and copy notations are recorded beginning a double space below the body and are formatted as they are on a letter.	
18	MINUTES OF MEETING composited over a copy of the minutes	A second type of report, minutes of a meeting, provides information about what took place during a meeting and serves as an official, permanent record of that meeting.	
19	heading of the minutes	Minutes of meetings are organized into three parts: 1. The heading includes the name of the organization, centered and typed in all capital letters one and one-half inches from the top of the paper,	
20	second line of heading of the minutes	and the type of meeting held and the current date, centered and typed in upper and lower case letters, a double space below the name of the organization.	
21	body of minutes (first section; items highlighted)	2. The body of the minutes includes separate paragraphs or sections which identify first the date, time, and place of the meeting;	
22	attendance highlighted	second, those persons present as well as those absent;	

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
23	body of the minutes	and finally, a summary of each topic that was discussed during the meeting.
24	body of minutes without side headings	The body of the report may use a format in which one single-spaced paragraph is devoted to each of the topics and double spaces separate the paragraphs;
25	body of minutes with side headings	or it may incorporate side headings such as attendance, committee reports, and unfinished business to point out the topics discussed during the meeting.
26	spacing of side headings	These side headings would be preceded by a triple space and followed by a double space
27	spacing of side headings set off at left	or would be set off at the left, a triple space below the preceding paragraph and on the same line as the first line of the paragraph to which it refers.
28	closing lines of minutes	3. The closing section of the minutes of a meeting includes the signature of the person who prepared the minutes and the date on which the minutes were prepared. These items would be formatted as they are illustrated on this slide.
29	bi-split--report (l); print point (r)	Like all other reports, the minutes of a meeting must be attractive, neat, and accurate. This means that in addition to being technically correct, the margins, the spacing, and the organization should lend themselves to ease of reading.
30	secretary at copier	Once the minutes of a meeting have been prepared, enough copies need to be duplicated to provide one each for those who attended the meeting, those who were unable to attend, and those others who need to be aware of what took place at the meeting.
31	FORMAL BUSINESS REPORT composed over report	The third and final type of report that will be discussed here is the formal business report--the type that comes to mind when the words "business report" are mentioned.
32	educational report	The format for the formal business report is not the same as that which is most familiar to students and teachers. Students are usually taught to develop and prepare educational reports which are formatted for ease of reading and correcting. This type of report is usually double spaced,
33	end-of-page footnotes	uses end-of-page footnotes to indicate quotations and other references,
34	placement of summary and conclusions	and relies on a summary and conclusions section to end the report.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE	22
35	1978 SURVEY SHOWS: a single-spaced report	A survey conducted by Doctors Jack E. Johnson and Ron Schlattman in 1978 to determine the report format used by major corporations in the United States showed that the formal business report: 1. Is single spaced to save space and paper.	
36	report with arrows pointing out margins	2. Has a left margin one-half inch wider than the right margin so that the report may be stapled, bound, or placed in a folder.	
37	a twelve-pitch element	3. Is typed using a twelve-pitch element to save space.	
38	placement of summary, conclusions, and recommendations	4. Begins with the summary, conclusions, and recommendations to aid reader understanding.	
39	illustrations, charts, tables, etc.	5. Contains illustrations, tables, charts, and graphs to present and to clarify information.	
40	an endnote within text	6. Uses the endnote system of footnoting in order to present uninterrupted information, to simplify preparation, and to group related material.	
41	headliner title of the three sections	The formal business report can be broken down into three sections--the introductory pages, the body of the report, and the supplementary pages.	
42	title page, table of contents, etc.	The introductory pages of the report include the title page, the table of contents, the list of illustrations, and the abstract.	
43	title page	The title page, as illustrated here, contains the title of the report, the name of the author, the names of the persons to whom the report is to be distributed, and the date of distribution. All of these items should be attractively placed on the page, with emphasis placed on the title.	
44	title page with margins illustrated for left bound report	If this report is to be bound, stapled down the left side, or placed in a folder, the typist must also take care to insure that the information on the title page, as well as that on all other pages of the report, is centered horizontally. When a left-bound report is prepared, the center of the line of type is no longer the center of the paper.	
45	title page showing movement of center point	Instead, the center point of the line of type is moved two or three spaces to the right of where it is when preparing a letter or an unbound report.	

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
46	table of contents	The table of contents, which is typed in outline format, records the contents of the report by page number. This part of the report must be prepared after the remainder of the report has been typed and page numbers assigned.
47	list of illustrations	The list of illustrations--including tables, charts, and graphs--immediately follows the table of contents. Like the table of contents, the list of tables refers readers to specific information through the use of page numbers and is prepared after the remainder of the report has been typed.
48	margins illustrated on several sections of a report	All sections of a business report, including the table of contents and the list of illustrations, are typed using the same left and right margins. On a left-bound report these margins would be set at one and one-half inches on the left and one inch on the right.
49	table of contents and list of illustrations with top and bottom margins pointed out	The table of contents and list of illustrations also share common top and bottom margins with the other sections of the report. The first page of each section begins one and one-half inches from the top of the sheet and one inch from the top of any additional sheets in the same section.
50	example of table of contents with two columns; focus on left column	Both the table of contents and the list of illustrations are typed in a two-column format. The left-hand column lists the section, chapter, or illustration by title; it uses single spacing within sections and double spacing between sections.
51	right column of table of contents	The right-hand column shows the page number on which each item shown at the left can be found.
52	page numbers aligned with description	The page numbers are aligned with the items to which they refer. If the title in the left column requires more than one line, the second and subsequent lines are indented two or three spaces from the beginning of the first line and the page number is aligned with the last line of the title.
53	leaders	Leaders--typed across the line using a period and then a space--are used to help guide the reader's eye from the title of the chapter or illustration to the correct page number.
54	left column and beginning of leaders/leaders and beginning of right column (bi-split)	Leaders are separated from the end of the word in the left column by at least one space and from the beginning of the right column by two or three spaces. In addition, all leaders on a page must be aligned vertically.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
55	paper in typewriter showing print-point indicator	To assure this vertical alignment, type the first item in the left column; then space once. Look at the print-point indicator to see if the space you are now at is an even-numbered space or an odd-numbered space.
56	closeup of print-point indicator	If it is an even-numbered space, all leaders on the page will be typed on an even-numbered space. If it is an odd-numbered space, all leaders on the page will be typed on an odd-numbered space.
57	abstract of the report	The abstract, which may be included as a separate portion of the introductory pages or incorporated as the initial section of the body of the report, provides the reader with a brief overview of the content of the report and is headed simply ABSTRACT.
58	BODY/Summary, Conclusions & Recommendations, Supportive Data composited over the summary section	The body of the formal business report is made up of three sections: the summary, the conclusions and recommendations, and the supporting data. The summary gives a brief description of the findings of the report and highlights the important facts and figures detailed in the body.
59	headings in frame 58 composited over conclusions and recommendations section	The conclusions and recommendations reports the outcome of the research conducted and goes on to suggest specific solutions to problems, areas in need of further research, and so forth.
60	headings in frame 58 composited over supporting data section	The supporting data, upon which the abstract, summary, and conclusions and recommendations are based, is the section that is commonly referred to as the body of the report. This section details all of the steps that were taken in doing the research and completely reports on the study.
61	fanned pages of report with arrow at top margin of first page	Each of the three sections of the body of the report, as well as the abstract, is typed in an identical format. The first page of each section begins one and one-half inches from the top of the page.
62	arrow at top margin	Subsequent pages in each section begin one inch from the top of the page.
63	report with numbers centered at top	All pages are numbered, with the page numbers centered over the line of type in the top margin, or
64	numbers centered at bottom	with the page numbers centered under the line of type in the bottom margin, or
65	numbers at top right	with the page numbers typed at the top right margin on line four.

34

35

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
66	introductory pages---closeup on numbers	The pages of the report are numbered in two different forms. The introductory pages are numbered consecutively with lower case Roman numerals, beginning with the title page as page i.
67	body---closeup on numbers	All pages within the body of the report and the supplementary pages are numbered consecutively with Arabic numerals, beginning with the summary as page 1.
68	main heading on a report (starting a new page)	Business reports rely on several types of headings to help the reader identify and locate specific information. Main headings, which identify chapters or other major divisions, are centered and typed in all capital letters. Main headings usually begin a new section on a new page.
69	main heading in body of a report	However, in order to save space and cost, some businesses prefer to begin a new section of a report immediately after the end of the previous section. In this case, the main heading is simply preceded by a triple space and followed by a double space to separate it from the surrounding text.
70	side heading in a report	Side headings point out sections within chapters. They are typed at the left margin either in all capital letters or they are typed in upper and lower case and are underlined. Like main headings, side headings are preceded by a triple space and followed by a double space.
71	paragraph heading in a report	Paragraph headings indicate the main topic to be discussed in the paragraph and are a part of the paragraph they introduce. To type a paragraph heading, indent and begin typing the heading at the regular paragraph indentation. Only the first word in a paragraph heading is capitalized, a period appears at the end of the heading, and the entire heading is underlined.
72	an endnote with author and page number	Another integral part of the supporting data are the footnotes, or endnotes as they are formatted in the typical business report. When typing an endnote, type both the name of the author and the page number of the quoted material in parentheses after the quoted words. The name and the page number can be separated either by a comma or by a colon--and the usual superior footnote number is omitted.
73	an endnote with author, date, and page number	If two or more publications by the same author are quoted within a report, the date of the publication appears between the author's name and the page number in each endnote reference.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE	26
74	SUPPLEMENTARY PAGES composited over an appendix and a bibliography	The final portion of the business report contains the supplementary pages, including the appendix or appendixes and the references. The appendix provides any additional materials needed to clarify or support the report itself and is separated from the remainder of the report by a cover page.	
75	APPENDIX composited over an appendix section	The appendix often contains graphs, charts, listings, and other materials that were used to develop the report or that contain figures that reflect, in graphic form, the content of the report.	
76	BIBLIOGRAPHY composited over a bibliography section	Finally, the report concludes with a bibliography or a list of references, which, like the appendix, is introduced through the use of a separate cover page. The reference section provides a complete listing of those materials, publications, or other resources that were used in preparing the report.	
77	closeup of left side of the bibliography entries	The references listed in the bibliography are alphabetized according to the authors' last names, with the first line of each entry typed flush with the left margin, and all subsequent lines indented five spaces. Each entry is single spaced with double spaces between entries.	
78	several secretarial manuals	The exact information to be included in a bibliography notation and its proper sequencing can be found in any secretarial or office employees' manual.	
79	illustration of a person putting a report together	As technological advances take place, business relies more and more often on the business report to relay information to employees, other businesses, and the public. The successful office employee is capable of organizing, formatting, and producing these reports.	
80	Credits Slide		

RESOURCES AND REFERENCES

Books

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

Effective Reports (1982), Treece

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A Division of Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022

How to Prepare Charts and Graphs for Effective Reports (1981),
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4300 West 62nd Street
Indianapolis, IN 46268

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One Beacon Street
Boston, MA 02107

The Practical Craft: Readings for Business and Technical Writers
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The Reference Guide, A Handbook for Office Personnel (1980), Holme
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13955 Manchester Road
Manchester, MO 63011

The Gregg Reference Manual (1977), Sabin

Gregg Typing/Series Seven (1982), Lloyd, Winger, Johnson, Hall
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How to Communicate by Letter and Memo (1974), Brock

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3839 White Plains Road
Bronx, NY 10467

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Englewood Cliffs, NJ 07632

Business Reports: Samples from the "Real World" (1981), Rivers

South-Western Publishing Co., Inc.
5101 Madison Road
Cincinnati, OH 45227

Reference Manual for Office Personnel (1981), House, Sigler

D. Van Nostrand Company
135 West 50th Street
New York, NY 10020

Business Report Writing (1980), Brown

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10016

The Research and Report Handbook (1981), Mayer, Stevens, Switzer

Other

"A Survey to Determine Report Format Used by Major Corporations in the United States," (1978), Dr. Jack E. Johnson, East Texas State University, Dr. Ron Schlattman, University of Wisconsin at Eau Claire

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

Typing (1981), Burrow

STUDENT ACTIVITY PACKET

FORMATTING BUSINESS REPORTS

STUDENT ACTIVITY PACKET

Introduction

Business reports in all forms play an important role in the day-to-day operations of large and small businesses. The business report communicates the needs, successes, and even the failures of business ventures. As a result, employees entering the business world need to be aware of the content of business reports as well as of the preferred ways of formatting them. In an effort to effectively communicate and, at the same time, control costs, business men and women have learned to condense their reports and to format them in such a way that supplies and materials used are minimized.

Performance Objectives

After satisfactorily completing this instructional package, you will be able to:

1. Identify the components of a memorandum report.
2. Identify the components of the sections of the minutes of a meeting.
3. Identify, in order, each section and its components of a formal business report.
4. Differentiate between an educational report and a formal business report.
5. State the purpose of each section of a formal business report.
6. Format, neatly and accurately, a memorandum report.
7. Format, neatly and accurately, the minutes of a meeting.
8. Format, neatly and accurately, a formal business report.

Materials

*Student checksheet for use with slide/tape presentation

*Sample pages

- Sample 1: Memorandum
- Sample 2: Minutes of a meeting
- Sample 3: Formal report
- Sample 4: Bibliography
- Sample 5: Title page
- Sample 6: Table of contents
- Sample 7: Abstract

*Resource sheet for activities 1-4

*Letterhead stationery

Pen or pencil
Typewriter
Typing paper
Correction materials

*These materials are provided as a part of this activity packet.

Directions

This packet contains four activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. To complete each of the activities, follow these steps:

1. Carefully read the background material provided on the resource sheet.
2. Carefully read all of the instructions for an activity before you begin to work on it.
3. Assemble any materials you will need to complete the activity.
4. Complete the work called for.
5. Carefully check your work for completeness and accuracy.

When all activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. Briefly state the purpose of a business report.
2. Name three common types of business reports.
 - a. _____
 - b. _____
 - c. _____
3. How does a memorandum differ from a letter?
4. If you must "set up" a memorandum form, what guide words do you use?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
5. Name the three parts of minutes of a meeting and briefly describe the contents of each part.
 - a. _____
 - b. _____
 - c. _____
6. Give three characteristics of an educational report.
 - a. _____
 - b. _____
 - c. _____

7. Briefly describe the six characteristics common to formal business report formatting as researched by Doctors Johnson and Schlattman.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
8. Name the three sections of a formal business report.
- a. _____
 - b. _____
 - c. _____
9. Name and briefly describe the four components of the introductory pages of a business report.
- a. _____
 - b. _____
 - c. _____
10. Name and briefly describe the three components of the body of a business report.
- a. _____
 - b. _____

c. _____

11. What is the top margin on the first page of each section of a business report?
12. What is the top margin on succeeding pages of a business report?
13. Briefly describe three ways of formatting page numbers in a formal business report.
- a. _____
- b. _____
- c. _____
14. Name and briefly describe the three types of headings commonly used in business reports.
- a. _____
- b. _____
- c. _____
15. Name and briefly describe the two components of the supplementary pages of a business report.
- a. _____
- b. _____

EASTERN STATE UNIVERSITY
UNIVERSITY RELATIONS DIVISION
103 Administration Building
Sterling, CO 80751

MEMORANDUM

January 6, 19--

TO: All Employees

FROM: Richard R. Smallwood
Division Director

SUBJECT: Holiday Schedule

The holiday schedule for this year is listed below:

January 1, New Year's Day
March 15-20, Spring Break
May 29, Memorial Day
July 4, Independence Day
September 1, Labor Day
November 26 & 27, Thanksgiving Holidays
December 18-January 2, Christmas Holidays

As announced earlier, we will close at noon on November 25 for Thanksgiving and will open again at 8 a.m. on November 30.

These holidays apply to both faculty and staff, as well as to part-time employees. Any full-time staff member who is required to work any of these scheduled holidays will be given compensatory time, scheduled individually with supervisors.

ref

BOARD OF TRUSTEES
CITY MUNICIPAL HOSPITAL

Minutes of Monthly Meeting, September 28, 19--

ATTENDANCE The regular meeting of the Board of Trustees of the City Municipal Hospital was held on Thursday, September 28, 19--, in the Board Room of the City Hospital at 8 p.m. Ms. Amy Wilcox, president, called the meeting to order. All members were present.

REPORTS The secretary, John Taylor, read the minutes of the previous meeting. The minutes were approved as read.

The treasurer reported a balance on hand of \$1,500.25. The report was placed on file for audit.

Ms. Julane Steelman reported on behalf of the Membership Committee. To date, fourteen new members of the City Municipal Hospital League have been recruited. The membership drive will continue until December 1.

ADJOURNMENT The meeting was adjourned at 9:15 p.m.

September 29, 19--

John Taylor
John Taylor, Secretary

BUSINESS REPORT FORMATS

A wealth of information was obtained from the sample reports that were submitted when the questionnaires were returned. The following summarizes the findings.

Format of the Contents

Binding of the report. We teach students in typewriting that a report is usually typed as a left-bound or unbound manuscript. The study revealed that 60 percent of all reports are stapled in the upper left-hand corner or at the left edge of the paper, and 20 percent are spiral bound. Only 10 percent are book bound. A total of all statistics reveals that 90 percent of all reports were prepared in left-bound style, and only 10 percent were in unbound style.

Line spacing of the report. Instructors and report-writing authorities vary in their ideas about the type of spacing to use for the typing of the body of reports. The method most frequently taught by educators is double-spacing. It appears, however, that double-spacing is more for ease of correcting and proofreading than for acceptable business style, because over 70 percent of all reports in the survey were single spaced. The remaining reports were either double-spaced or typed with one and one-half inch line spacing.

Pagination of the report. There has been a lot of dissimilarity in teaching pagination in reports, and business also practices these inconsistencies. The most common pagination style (30 percent) favored placing the page number at bottom center. Over 26 percent of the numbers were placed at the top center, and 25 percent of the numbers were typed at the top right margin.

Type style in reports. The elite/pica controversy has been evident for a number of years. Business prefers elite pitch, 78 percent to 23 percent. This finding supports Ober's observations when he stated that "... only one percent of the machines used in industry had pica spacing" (Ober:46). It is obvious that elite type permits the typing of more material on each page, thereby reducing the number of pages in the report. This reduction represents quite a savings in copying and duplicating costs in the preparation of multiple copies.

Additional Report Contents

Letter of transmittal. Most business teachers emphasize that letters of transmittal should be submitted with reports for the purpose of directing the report to the appropriate individual and for highlighting the findings of the report. The transmittal letter, however, was not prevalent in the survey.

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- Sabin, William A., The Gregg Reference Manual, McGraw-Hill Book Company, New York, 1977.

TYPING REPORTS
FOR THE INSURANCE INDUSTRY

Prepared by: John M. Crowley
Beverly Johns
Marilyn Smith

Distributed to: Diane E. Clark, President

Distribution Date: September 30, 19--

TABLE OF CONTENTS

	Page
INTRODUCTION	v
ACKNOWLEDGMENTS	vii
GENERAL INFORMATION	
Equipment Needed	1
Preparations Before Class	1
Procedures for Group Setting	1
Procedures for Individual Setting	1
Instructions for Using 35MM Color Slides and Cassette Tapes	2
Student Checksheets	2
Resource Sheets	2
Activity Sheets	2
SPECIFIC INFORMATION	
Introduction to the Slide/Tape Presentation	3
Time and Facilities	3
Suggested Class Discussion	3
Suggested Student Activities	3
Suggested Evaluation Criteria	4
Key to Activity 1	7
Key to Activity 2	9
Key to Activity 3	13
Key to Activity 4	15
Key to Activity 5	17
Narrative for Slide/Tape Presentation	19
References	37
STUDENT ACTIVITY PACKET	
Objectives	39
Introduction	39
Purpose	39
Materials	39
Directions	40
Student Checksheet	41
Sample File Cards for Members	45
Sample Notice on Half-Size Stationery	47
Sample Agenda	49
Sample Envelope	51
Activity 1	53
Resource Sheets	55
Activity Sheets	59
Activity 2	63

ABSTRACT

The purpose of this applied research project was to determine the entry-level competencies that are expected of health occupations workers by health professionals in a variety of practice settings. Specifically, lists of competencies associated with the performances of assistance-level employees in nursing, medical, laboratory, and dental services were completed by physicians, dentists, and other health professionals. These employers identified, by title, the workers who are expected to perform the competencies, the frequencies with which the skills are performed, the relative importance of the tasks, and the levels of training needed for successful performance of the competencies.

Over 400 returns were processed for keypunching and subjected to a wide range of statistical analyses. Adjusted frequencies indicate a marked differentiation of job responsibilities in the dental service area among dental assistants, laboratory technicians, and dental hygienists. All associated competencies carry some or much importance and are usually performed on a daily or weekly basis. Although many skills are considered either an on-the-job training function or the function of secondary schools, more specialized responsibilities are expected to be taught at postsecondary institutions.

In nursing services, nursing assistants are expected to perform basic patient care tasks and are perceived to receive this training in secondary schools and through supervised work experience. Medical assistants are primarily responsible for only a few competencies, while LVNs are expected to perform a wide range of activities. Several competencies were felt to be the exclusive responsibility of another employee, presumably an RN. No clear trends regarding appropriate levels of training developed.

Medical assistants carry primary responsibility for several tasks in a health setting. Most stated competencies are expected to be performed by medical laboratory technicians and other employees--e.g., medical technologists. The expected competencies are viewed as the training responsibility of postsecondary institutions.

Demographic information was subjected to crosstab procedure to aid in understanding the response patterns of participating health professionals. Moreover, there was an examination of common (generic) competencies among the three survey instruments utilized in the investigation.

It is hoped that the results of the study will be used as valuable tools by educators concerned with the training of health employees. Additionally, the results suggest avenues for modifying and redefining secondary and postsecondary training programs to meet the job requirements of employers.

RESOURCE SHEET

Activities 1-4

In order to complete the activities for this instructional package, you must make the following assumptions:

1. You are employed as a secretary at Eastern State University.
2. Your immediate supervisor is Dr. Anne Markum, Director of the University Relations Office.
3. Your supervisor works directly with university administrators, faculty, and staff; alumni; the general public; business and industry leaders; the state department of education; other colleges and universities; and so forth.
4. Your supervisor is currently chairing a committee whose job it is to determine whether or not the four-day class week initiated during the summer should be extended to the fall semester.
5. Your involvement with this committee requires that you contact committee members about meetings; take and transcribe minutes of meetings; and format, type, and distribute the final report.
6. The following people serve on the Schedule Committee:
 - Dr. Kevin Black, Professor and Head, Higher Education Department
 - Ms. Deborah Cousins, Instructor, Physical Education Department
 - Dr. Santos Garcia, Associate Professor, Literature and Language Department
 - Dr. Susan Golliad, Assistant Professor, Industry and Technology Department
 - Dr. Jane Huttner, Director, University Laboratory School
 - Dr. Steven Kokos, Dean, College of Business
 - Dr. Jerome Kozal, Vice-president for Academic Affairs
 - Ms. Lucy Mittendorf, Assistant Director, Alumni Office
 - Dr. Sara Quitmann, Associate Professor, Home Economics Department
 - Dr. Fred Slezak, Professor, Mathematics Department

Activity 1

Instructions

1. Carefully read the memorandum shown on the next page.
2. Using the letterhead provided or a sheet of bond paper (whichever you determine to be more appropriate), format and type the memorandum.
3. Add any appropriate notations to the bottom of the memorandum.

Memorandum

Memorandum to all members of the Schedule Committee (with a copy to Dr. L. A. Thomas, Director of Student Services)

Subject: Schedule Committee Meeting

The Schedule Committee will meet on Tuesday, (insert next Tuesday's date - at least one week from today), in the conference room on the third floor of the administration building to discuss the preliminary survey instrument, the sample population to be surveyed, and the method by which the survey will be conducted.

The following Subcommittee reports will be presented:

1. Survey Instrument Construction Dr. Jerome Hozel (preliminary copy attached)
2. Sample Population, Dr. Jane Kuttner

This meeting will last for approximately one hour during which time the various segments of the project will be discussed and preliminary target dates identified. To aid in these activities, please bring with you a planning calendar (these may be requisitioned from central supply) and any ideas offered by other members of your department.

Activity 2

Instructions

1. Carefully read the minutes of the meeting shown on the next page.
2. Using the letterhead provided or a sheet of bond paper (whichever you determine to be more appropriate), format and type the minutes of the meeting.
3. Use side headings to identify the major activities that took place during the meeting.
4. Sign your name as recorder of the minutes

Minutes of the Meeting

Minutes of the Meeting of the Schedule Committee
(insert date from memorandum on Continuity)

Attendance - The meeting of the Schedule Committee was called to order at 3:30 p.m. on Tuesday, (insert correct date), in the conference room of the administration building, by Dr. Louis Martens, ^(Chairman) ~~Chairman~~.
Members present: D. Cousins, S. Garcia, S. Bollard, J. Kuttner, S. Kokes, J. Kozel, L. M. Hendary, S. Guitman, J. Slegak.
Members absent: K. Black.

Subcommittee - ^{the} Survey Instrument ^{the} Construction. Dr. Kozel presented and Reports led the discussion on the preliminary design for the survey instrument. The survey instrument is designed, in its draft form, to make it easy for the respondent to fill out. The first six items on the survey form are designed to collect demographic data; the final nine items survey the respondent's attitudes toward the four-day class schedule. These fifteen items plus a space for general comments comprise the survey instrument. After a brief discussion during which no changes were suggested, S. Garcia moved, seconded by L. Martens, that the survey instrument be accepted as presented. The motion passed unanimously.

Sample population. Dr. Kuttner outlined three plans for selection of a sample population to be surveyed. Discussion followed the presentation of the three plans. In order to simplify the data collection, J. Slegak moved, seconded by D. Cousins, that all classes meeting from 8 a.m. to 9 a.m. be surveyed on the same day. This method of surveying would provide a large, varied

sample and insure that no student responded more than once. The motion passed on a vote of 8 ye., 1 against.

New Business - Target dates for the activities to take place were discussed and tentatively set:

- June 15 - Meeting of all faculty
- June 20 - Survey instrument agreed
- June 22 - Survey instrument printed
- June 25 - Survey conducted in all classes meeting from 8 a.m. until 9 a.m.
- July 10 - Schedule Committee meeting, 10 a.m. - 2 p.m.
- July 20 - Report finalized
- July 26 - Report printed
- July 30 - Presentation to Board of Regents

Adjournment - On a motion made and seconded, the meeting was adjourned at 4:40 p.m.

Activity 3

Instructions

1. Carefully read the memorandum shown below and on the next page.
2. Using the letterhead provided or a sheet of bond paper (whichever you determine to be more appropriate), format and type the memorandum.
3. Supply an appropriate subject line.
4. Add any appropriate notations to the bottom of the memorandum.

Memorandum

To all administrators, faculty, and staff

As requested by the Faculty Senate, the Schedule Committee met on Tuesday, (insert correct date), to initiate a study to

determine student opinions about whether or not the four-day class meet being tested this summer session should be continued during the regular fall and spring semesters.

During this meeting the committee approved the survey instrument to be used (copy attached) and decided that the sample population would consist of all students enrolled in on-campus courses that meet from 8 a.m. until 9 a.m.

Please mark the following dates on your calendar:

June 15 - Meeting of all faculty to explain and answer questions about the project

June 25 - Survey conducted in all classes meeting from 8 a.m. until 9 a.m.

On June 25, each involved faculty member will be assigned the task of distributing and collecting the survey instrument. Since the entire instrument consists of only fifteen items, this activity should take no more than ten minutes of class time.

If you have any questions, concerns, or suggestions regarding this project, please contact me or any one of the Schedule Committee members:

(list committee members, positions, and departments here)

Activity 4

Instructions

1. Carefully read the report that begins on the next page.
2. Determine the proper sequence of the sections provided.
3. Using the letterhead provided or a sheet of bond paper (whichever you determine to be more appropriate), format and type the formal business report.
4. Make any additions, deletions, or corrections indicated.
5. After the report has been typed, proofread, and corrected, number the pages.

6. Organize, format, and type:
 - a table of contents
 - a list of illustrations
 - a title page
 - cover pages for the appendixes
7. Insert the tables and appendixes in the proper places. DO NOT RE-
TYPE THESE ITEMS--THEY ARE PROVIDED IN FINAL FORM.
8. List the author of the report as the Eastern State University
Schedule Committee, Dr. Anne Markum, Chairperson.
9. Distribute this report to faculty, administration, Board of Regents
10. Add an appendix that shows the names, titles, and departments of
each of the committee members.
 - a. Double space the listing of the names.
 - b. Place the appendix attractively on the page.

Formal Business Report

*Title: A Study to Determine if the Four-day/Week Class Schedule
Should be Extended to the Fall and Spring Semesters at
Eastern State University*

This study was ^{or} conducted by the Schedule Committee at Eastern State University to determine whether or not ^{the} four-day/week class schedule presently being followed during the summer terms could feasibly be extended into the ^{the} fall and ^{the} spring semesters.

The committee determined that a survey would be the most unbiased and equitable way to find out how the students attending Eastern State University in the ^{the} fall and ^{the} spring semesters would feel towards a change in scheduling. On (insert correct date), in a full committee meeting, the questionnaire was accepted as designed by a subcommittee (See Appendix ^{see} D. Questions were formulated, 15 in all, and ranged from ~~questions requesting~~ demographic data such as age and race to opinion questions requiring value judgments by the students surveyed. By structuring the questionnaire in this manner, the following questions could be answered:

- (1) Is such a change practical? (2) Who would benefit most from the proposed four-day class schedule? Who would benefit least? (3) Would the advantages of a four-day class schedule outweigh the disadvantages? (4) What problems would students face as the result of the proposed change?

list questions

Selecting ^{of} Participants

Participants were assigned rather than selected, with all students

enrolled in on-campus classes that met from 8 a.m. until 9 a.m. being asked to complete the questionnaire. In all, 100 questionnaires were distributed and returned. In tallying the answers, researchers looked for trends to emerge. A tally sheet (~~See Appendix II~~) which reflected totals in each of the categories requiring responses was prepared. By preparing a tally sheet, it was possible to search for comparisons, *> determine percentages, and identify trends. With this information* at hand, the research group could make meaningful recommendations to the administration and ^{the a} Board of Regents at Eastern State University.

Findings

The results of the survey did not reflect any ~~strong~~ sentiments either in favor of or ~~against~~ the schedule change. Of the 100 student surveyed, 43, or 43 percent, were in favor of the change. Forty-two, or 42 percent, were opposed to the change. This reflects an almost equal number of students for and against the change. Table 1 on page (fill in appropriate page number) shows the manner in which the students responded. *note: insert Table I on next full page.*

To gain a more in-depth understanding of the tally, the questionnaires were divided into three categories according to the residence of the students--on campus, off campus, and commuters. (Table 2, page *I put in correct page number* 84, indicates the breakdown of responses) *note: insert Table II on next full page available*

Of the students living on campus, 27 of 52 disliked the change while 21 were in favor of it. Four had no opinion. From the on-campus group that opposed the change, 13, or 48 percent, were single Black females. The remaining 52 percent opposed to the idea did not represent a significant number of any one group of students by sex or race. Of the on-campus dwellers who liked the proposed change, ~~6, or 29 percent were single Caucasian females; 5, or 24 percent were single Black females;~~ *to single* No other categories of students represented a major concentration. Among the reasons given for disliking the proposed change were "classes too long" and "attention span broken." A reason especially popular among the single females living on campus who liked the proposed change was that they strongly favor a three-day weekend.

Off-campus dwellers accounted for 37 percent of the total surveyed. Of these, 15 liked the shortened schedule, and 14 disliked it. Eight had no opinion. The ^{primary} reasons for opposing the issue were ~~almost unanimously~~ "classes too long" and "not enough time to do the work."

Students who commute accounted for only 11 percent of the total

surveyed. Of the commuters, 7 were in favor of the change; 3 were opposed. ~~As with the two other groups of students,~~ the commuters, ~~like the other students surveyed,~~ were in favor of the shortened schedule because it would mean an extra day off. Those opposed felt that classes were too long, that they had no time to study, and that too much material was covered over too short a period of time.

Among the problems students expected to result from an abbreviated week were: (1) Transportation--1 percent; (2) Babysitter--5 percent; (⁴/~~3~~) Other--15 percent; (³/~~4~~) Schedule conflicts--35 percent. Forty-five percent anticipated that no conflicts would result from the change.

(See ^{Appendix II} Table 3¹, page ??)

(^{Overall}) ⁵² Fifty-two percent of the participants surveyed were employed. Sixty-nine percent of those employed did not feel there would be a conflict with work, ^{and} Only 30 percent felt that money could be saved. A large portion of the participants felt they could adjust easily to the four-day class schedule. Finally, 65 percent believed that a shortened class week would not lower their grades. (^{See} Appendix II for a breakdown of responses by question.)

SUMMARY

The purpose of this study was to determine if the four-day class week ~~could~~ ^{instituted during the summer} feasibly be extended into the fall and spring semesters. To accommodate the study a questionnaire was developed and distributed to all students enrolled in an on-campus class that meets from 8 a.m. until 9 a.m.

A tally was made of the findings in an effort to closely analyze the results. The researchers separated the responses into three categories -- on campus, off campus, and commuters. Each of these groups were generally split in their opinions of the schedule change.

Clear "majorities" did not surface. ^(The number of) On-campus students (primarily female) against the schedule change was only slightly higher than the number in favor of the shortened class week. Off-campus students exhibited the same

type of split vote, with those in favor of the four-day class week having a slight majority. The commuters' votes were so evenly ~~split~~ ~~divided~~ distributed to consider comparisons

Conclusions CONCLUSIONS AND RECOMMENDATIONS

Logical thinking tells us that students who commute to and from Eastern State University would probably benefit most from a change in the number of days they are required to drive. This should result in money savings to them since they will be driving fewer miles. However, this group apparently valued the time in class with instructors, more study time, and ^a greater ^{number} of opportunities to work with the instructors.

Single Caucasian females were generally in favor of the proposed change, citing furthering their social lives over the three-day weekend as the primary reason. However, other single Caucasian females in the off-campus group appeared to rank their study time and their time in class above their social standings. Single Black males figured predominantly in all categories and were almost equally divided in their opinions of the proposed four-day class week.

Work, ^{Class} schedules, and other factors identified as potential problem areas do not seem to bother a majority of those polled. Most thought they would not save money, and more than half of the survey participants felt they could adjust to the new schedule and maintain their grades.

Recommendations

The following recommendations are submitted to the faculty, administration, and Board of Regents to aid them in making ~~an~~ a knowledgeable and equitable decision:

- 1 Since most of the students surveyed live either on campus or in Sterling, a four-day class week would not be a substantial money-saving factor for them. Therefore, a schedule change is not recommended merely to save gasoline.
- 2 More than half of those opposed to the change were giving consideration to their study time, their class time, and their grade-point averages. A four-day class week is not recommended unless the affected class periods are extended.
- 3 Even though the findings of this study do not indicate a desire or need for a schedule change, additional surveys should be conducted at two-year intervals. In view of the rising gasoline prices and cost of tuition, some students may feel that cost savings would be substantial enough to warrant the change.
- 4 Perhaps a plan of alternative scheduling might be beneficial to those students who commute. This might be accomplished through shortened week schedules for those students who feel a cost saving could be realized.

ABSTRACT

Should the four-day class week be extended to the fall and spring semesters at Eastern State University? This is a question that the faculty, administrators, and Board of Regents are asking themselves as September quickly approaches and a new school year begins.

For the past two years, 19-- and 19--, the four-day class schedule has been in effect ^{only} during the ^{two} summer ^{terms} semester. But, ~~the~~ ^{this} new schedule has met with mixed emotions among the students. Now, in view of the energy crisis in America and ~~the~~ sharply rising inflation, administrators are considering extending the reduced-class-day schedule into the longer semesters. This study was conducted to determine how students ~~would~~ feel about that proposed change.

The Problem

Because it is the majority of ~~the~~ students that the administration seeks to ~~serve~~ accommodate, this study was conducted to find how that majority feels about the change in schedule. The researchers' intention was to use this study as the basis for implementing or eliminating from consideration the four-day class schedule.

The Purpose

This project was undertaken to conduct an unbiased survey of students at Eastern State University in order to determine: (1) how the majority of students feel about the proposed change from a five-day class schedule to a four-day class schedule; (2) any trends which emerge from the findings; and (3) what factors influence the students' opinions. Recommendations would ~~then~~ be made, based on the findings.

The Procedures

The study was undertaken with all students enrolled in an on-campus course that met from 8 a.m. until 9 a.m. Each of these identified students was asked to complete a questionnaire designed to elicit demographic data as well as opinions on the proposed changes. After the data was collected, the responses were analyzed in terms of what the simple majority felt was most appropriate and the quality of the responses that required opinionated data.

The Findings

The results of the survey conducted indicate that at this time no changes in the established scheduling of fall and spring classes should be ~~enacted~~ ^{undertaken}.

Table 1
PARTICIPANTS' OPINIONS OF FOUR-DAY CLASS WEEK

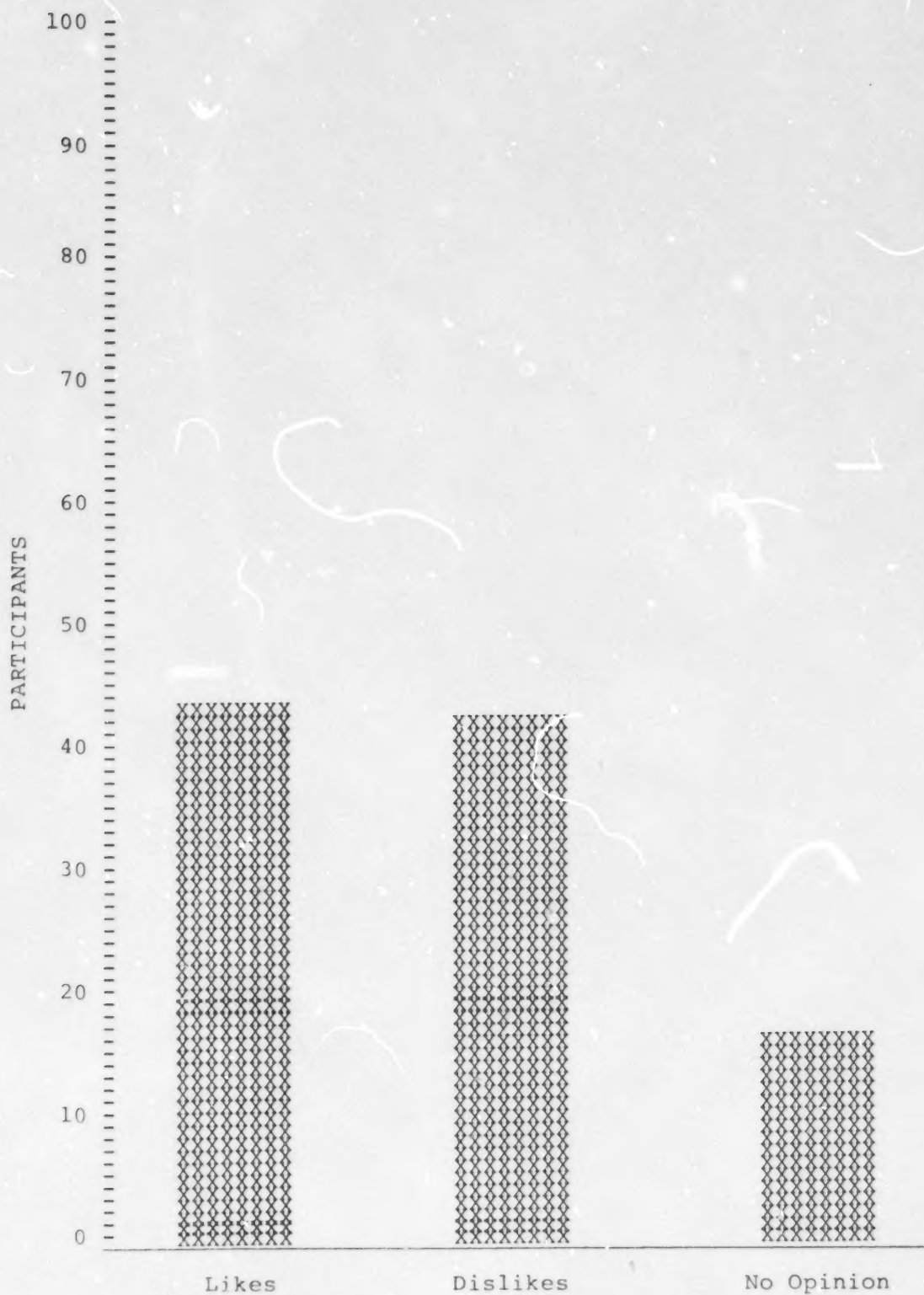


Table 2
OPINIONS ACCORDING TO RESIDENCE OF STUDENTS

<u>ON CAMPUS</u>		<u>OFF CAMPUS</u>		<u>COMMUTE</u>	
<u>In Favor of Change</u>		<u>In Favor of Change</u>		<u>In Favor of Change</u>	
Single, Caucasian, Female	6	Single, Black, Female	6	Married, Caucasian, Female	2
Single, Black, Female	5	Single, Black, Male	4	Married, Caucasian, Male	2
Single, Black, Male	4	Single, Caucasian, Male	3	Single, Caucasian, Female	1
Other	4	Other	2	Single, Caucasian, Male	1
Single, Caucasian, Male	<u>2</u>		<u>—</u>	Married, Black, Female	<u>1</u>
TOTAL	21	TOTAL	15	TOTAL	7
 <u>Opposed to Change</u>		 <u>Opposed to Change</u>		 <u>Opposed to Change</u>	
Single, Black, Female	13	Single, Caucasian Female	4	Single, Caucasian, Female	3
Single, Black, Male	4	Single, Black, Female	4	Married, Mexican-American,	
Single, Caucasian, Female	3	Single, Caucasian, Male	3	Male	1
Single, Caucasian, Male	2	Married, Black, Female	2		
Married, Black, Female	2	Other	1		
Married, Caucasian, Female	2		<u>—</u>		<u>—</u>
Married, Caucasian, Male	<u>1</u>				
TOTAL	27	TOTAL	14	TOTAL	4
 <u>No Opinion</u>		 <u>No Opinion</u>		 <u>No Opinion</u>	
TOTAL	8	TOTAL	8	TOTAL	0
TOTAL ON-CAMPUS RESIDENTS:	52	TOTAL OFF-CAMPUS RESIDENTS:	37	TOTAL COMMUTE RESIDENTS:	11

A SURVEY TO DETERMINE WHETHER THE FOUR-DAY CLASS WEEK
SHOULD BE EXTENDED TO THE FALL AND SPRING SEMESTERS

1. Classification
 - ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
 - ☐ Graduate
2. Age
3. Sex
 - ☐ Female
 - ☐ Male
4. Marital Status
 - ☐ Married
 - ☐ Single
5. Residence
 - ☐ Commute
 - ☐ Off campus
 - ☐ On campus
6. Race
 - ☐ Black
 - ☐ Caucasian
 - ☐ Mexican-American
 - ☐ Other (specify) _____
7. Do you plan to attend Eastern State University in the fall and spring semesters?
 - ☐ Yes
 - ☐ No
8. If so, how many days per week do you plan to attend during the fall and spring semesters?

Days per week
9. Would you like or dislike a four-day week carried through the fall and spring semesters? Why?
 - ☐ Like _____
 - ☐ Dislike _____
 - ☐ No opinion
10. Are you employed? If so, how many hours a week do you work?
 - ☐ Employed Hours of work per week
 - ☐ Not employed
11. Would a four-day class week conflict with your working schedule?
 - ☐ Yes
 - ☐ No

If yes, explain: _____

12. What other problems would you encounter with a four-day class week?

- ☐ Babysitter
 - ☐ Schedule conflict
 - ☐ Transportation
 - ☐ Other (specify)
-

13. Would the four-day class week save you money? How?

- ☐ Yes _____
- ☐ No _____

14. A four-day class week in the fall and spring semesters would mean that classes would be longer every day. Could you adjust to that? If no, explain.

- ☐ Yes _____
- ☐ No _____

15. Do you think a four-day class week would lower your grades in any way? If yes, explain.

- ☐ Yes _____
- ☐ No _____

Comments

RESULTS OF THE STUDY BY QUESTION

A close examination of the responses reveals the following figures based on 100 participants.

1. Classification

Freshman	13
Sophomore	30
Junior	28
Senior	29
Graduate	0

2. Age

Ranged from 18 to 31 years age.

3. Sex

Female	60
Male	40

4. Marital Status

Married	20
Single	79
Not Available	1

5. Residence

Commute	11
Off Campus	37
On Campus	52

6. Race

Black	48
Caucasian	40
Mexican-American	6
Other	6

7. Attend Fall/Spring Semesters

Yes	85
No	15

8. Days Per Week in Attendance-- Fall and Spring

5	78
4	4
3	4
2	1
1	0
0	13

9. Like/Dislike Four-Day Schedule

Like	43
Dislike	42
No Opinion	15

10. Employed

Yes	48
No	52

11. Work Conflict

Yes	18
No	69
Not Available	11

12. Other Problems

Babysitter	5
Schedule Conflicts	34
Transportation	1
Other	15
No Problems	45

13. Four-Day Week Will Save Money

Yes	30
No	68
Not Available	2

14. Will Adjust to Schedule

Yes	60
No	40

15. Lower Grades Expected

Yes	35
No	65

EASTERN STATE UNIVERSITY**UNIVERSITY RELATIONS DIVISION****103 Administration Building****Sterling, CO 80751**